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17. ABSTRACT (MAX. 250 WORDS)

Educational deprivation among American Indians, Puerto Ricans, and Mexican-Americans is considered. The average educational attainment of the reservation Indian is far below that of the white American. Indians over 25 years of age average about half as many years of schooling as the white population of the same age. A handicap which affects Indian employment potential is the language barrier, since tribal languages are commonly spoken on the reservations. Indians living in urban areas have a higher educational status than those living in rural areas. Those who live on reservations tend to be educated among their own kind, which limits the effectiveness of their schooling. The Bureau of Indian Affairs offers a summer program which provides work experience, extra academic classes, and off-reservation excursions to broaden the horizons of these children.

The median years of schooling completed by Puerto Ricans is two to three years lower than comparable medians for the entire population and about the same as those for nonwhites. Puerto Ricans born on the mainland achieve more educationally than immigrants. In New York, where many Puerto Ricans live, the educational disadvantage is great. Whereas 24 percent of New Yorkers 25 years of age or over completed high school and 18 percent attended college, the figures for Puerto Ricans are 10 percent and 3 percent, respectively.

The educational level of most Mexican immigrants is low. One out of every four people 14 years of age or over does not attend school. The educational attainment of native-born Mexican-Americans is greater; nevertheless, these children are deprived in comparison with the rest of the population. Like Negroes, they suffer from de facto segregated schools.

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EDUCATIONAL DEPRIVATION IN THREE MINORITIES

Extracts from U.S. Department of Labor, *Report on Manpower Requirements, Resources, Utilization, and Training*, March, 1964.

AMERICAN INDIANS

The average educational attainment of the reservation Indian is far below that of white Americans. The Bureau of Indian Affairs estimates that Indians over 25 years of age average about half as many years of schooling as the white population in the same bracket. For young adults, the comparable difference is smaller but still marked—one-third as compared with one-half. An additional handicap—and one which seriously affects Indian employment potential—is the language barrier, since tribal languages are commonly spoken on the reservations.

Indians living in urban areas, like other urban residents, have a higher educational status. Census data for 1960 show that Indians 14 years and over (in States with 25,000 or more Indians) had an average (median) of 9.5 years of schooling, about a year and a half above that for Indians in rural nonfarm areas where most of the reservations are located.

More than one-fourth of the urban Indians were high school graduates or better, about double the proportion among the rural nonfarm Indians.

While the education now available on reservations is better than most Indians presently in the labor force were able to obtain, young Indians are still at an educational disadadvantage as compared with the general population. Because of the geographic situation they tend to be educated among their own kind, not only in schools operated by the Bureau of Indian Affairs but also in a number of the public schools near the reservations (which the majority of Indians now attend). This limits the effectiveness of their schooling, as it does in the case of Negroes. The Bureau has been especially concerned about the Indian's language handicap and is emphasizing English courses in the Bureau's schools.

Through a summer program initiated in 1960, the Bureau provides work experience, extra academic classes and off-reservation excursions to broaden the horizons of Indian school children. More than 20,000 Indian youths participated in this program in 1963. The Bureau has also expanded education programs on the reservations.

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PUERTO RICANS

The educational disadvantages with which Puerto Ricans have to contend is indicated by the median years of school completed as of 1960 by those aged 14 or over. The median for men was 8.4 years and that for wommen, 8.2 years—2 to 3 years lower than the comparable medians for the entire population and about the same as those for nonwhites. Much of the educational lag can be attributed to the recency of immigration from an island where the median level of schooling for those 25 years of age and over in 1960 was only 4.8 years for men and 4.3 for women. In fact, the influx of immigrants brought a drop of 1 year in the median educational attainment of Puerto Ricans in the continental Unied States between 1950 and 1960.

Puerto Ricans born on the mainland have fared somewhat better educationally. The men in this group have, on the average, 2 more years of education than the immigrant men, and the second-generation women almost 3 years more than the immigrant women.

In the New York area, where so many of the Puerto Ricans live, their educational disadvantage is very pronounced. Puerto Ricans in the prime working ages, 25 years and over, averaged 7.7 years of education in 1960, 3 years less than the comparable figure for the total population and almost 2 years less than that for its nonwhite population. Averages, however, do not tell the whole story.

Almost 30 percent of the Puerto Ricans in this group had fewer than 5 years of education, compared with only 9 percent of all New Yorkers of this age and a slightly higher proportion (11 percent) of the nonwhites.

Whereas 24 percent of all New Yorkers aged 25 or over had completed high school and an additional 18 percent had gone to college, for the city's Puerto Ricans, the figures were respectively 10 percent and 3 percent.

MEXICAN-AMERICANS

The educational level of most Mexican immigrants is very low. As of 1960, 1 out of every 4 of those aged 14 or over had had no schooling, and an additional 30 percent had completed fewer than 5 years of school. Less than 8 percent had a high school education or better.

The contrast between this extensive illiteracy and the educational attainment of the native-born Mexican-Americans shows how large a part opportunity plays in a people's development. The median level of schooling was more than twice as high for the men born in this country as for the men immigrants. (8.4 compared with 4.1years), and among women the difference was nearly as great (8.2 compared with 4.4 years).

The proportion of the second-generation Americans with at least a high school education was over twice the figure for the immigrant group, while the percentage with less than 5 years of schooling was more than halved.

Nevertheless, even the second-generation Mexican-Americans are educationally deprived as compared with the rest of the population. Their median schooling (8.3 years) was more than 2 years lower than that of the total population in 1960, and the proportion with a high school education was less than half the comparable figure for the population generally. In addition, Mexican-Americans' education in this country, like that of Negroes, suffers from the fact that it is often acquired in de facto segregated schools--the result of residential patterns. The many who grow up in families that are part of the migrant farm labor force have the added disadvantage of frequent interruptions in their school attendance.

> The court decision of 1954 was more than a legal opinion. It was a moral pronouncement; its application requires more than fulfilling bureaucratic obligation or rendering technical services. Education itself in final analysis is a moral enterprise and the education of all to realization of their fullest potential is the great moral obligation we cannot escape.
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> —Wilson Record